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ABSTRACT

This interdisciplinary two-week unit simulates a trip to South Africa as part of a U.S. delegation sent to observe what is happening politically, economically, and culturally in the post-apartheid transition. Students explore and experience a number of real-life events and situations which might be encountered on an actual trip. The tasks incorporate the disciplines of social studies, reading, English, mathematics, science, and health. (EH)

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ED 415 167

CURRICULUM MODULE

submitted by

CHLOE GIAMPAOLO

SEMINARS ABROAD PROGRAM: SOUTH AFRICA

FULBRIGHT-HAYS FELLOWSHIP PROGRAM

NOVEMBER, 1996

U.S. DEPARTMENT OF EDUCATION
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PERFORMANCE-BASED
INSTRUCTIONAL TASK

"Journey to South Africa: A Cultural Experience"

Grade 7

Primary Discipline Concentration:	Social Studies
Subsidiary Discipline Concentration:	Reading/English Mathematics Science Health
Suggested Quarter:	Fourth
Suggested Time Frame:	Two Weeks
Materials and Resources Needed:	None

SUMMARY OF STUDENT EXPECTATIONS

- Students will demonstrate an understanding of the historical development and current status of principles, institutions, and processes of political systems in the global community.
- Students will demonstrate an understanding of the common yet diverse historical development of world cultures.
- Students will utilize a variety of skills and materials to shape the understanding of geographic information.
- Students will demonstrate and understanding of economic principles affecting people and institutions in the global community.
- Students will demonstrate an ability to gather information, think critically, and solve problems.
- Students will be able to use print and non-print sources of information such as maps, charts, gloves, graphics, and tables to develop the skills of interpretation, evaluation, organization, observation, investigation, listening, and reading.
- Students will be able to develop an appreciation of the global community as a pluralistic one, consisting of diverse cultures, customs, and traditions.
- Students will read for a variety of purposes: reading for literary experience.
- Students will construct, extend, and examine meaning from various orientations to text.
- Students will demonstrate ability to apply major concepts from the Earth Sciences (Patterns & Cycles) to a given problem.

JOURNEY TO SOUTH AFRICA: A CULTURAL EXPERIENCE

Task Overview

The student will embark on a simulated trip to South Africa as part of an American delegation sent to observe what is happening politically, economically, and culturally in the post-apartheid transition.

The tasks will give the student opportunities to explore and experience a number of real-life events and situations one might encounter on an actual visit. The tasks incorporate the disciplines of social studies, reading, English, mathematics, science and health.

In social studies, students will:

- create a Venn diagram comparing/contrasting South African schools to U.S. schools.
- create an idea map to explain the structure of U.S. government to South African students.
- compare U.S. government tiers to those of South Africa in chart form.
- write a speech to address potential investors to South Africa.
- design a flag after investigating the new flag of South Africa, applying concepts of color and symbols.

In reading and English, students will:

- write a persuasive letter to support planning ideas to host a South African delegation in the U.S.
- respond to selected literary reading through open-ended questions.
- compose a poem to commemorate all the African children who died in the struggle against apartheid.
- respond to specific situations in a letter format.

In mathematics, students will:

- calculate time zone differences.
- compute currency exchange amounts.
- figure percentages based on information given in a chart.

In science, students will:

- construct a chart to illustrate the type of climate they can expect to encounter in seven different locations during the month of July.
- draw a diagram to explain why South Africa is having winter while the U.S. is having summer.

In health, students will:

- create a public message on AIDS.

TO THE STUDENT

You have been selected as part of an American delegation to visit South Africa and observe the changes coming about with the transitional government now operating as the Government of the National Unity under the leadership of President Nelson Mandela.

For forty-eight years, South Africa existed under the rule of apartheid which stressed the separation of the races. Since the removal of apartheid in 1994, the nation is struggling to become the new South Africa politically, economically and culturally.

As you travel through the country, you will experience and respond to a number of events and situations ranging from the very practical to hypothetical.

SOUTH AFRICA

BACKGROUND INFORMATION

STANDARD TIME

Two hours ahead of Greenwich Mean Time, one hour ahead of Central European Time and seven hours ahead of Eastern Standard Time, USA.

LOCATION

The Republic of South Africa lies at the southern tip of the African continent between latitudes 22 and 35 south, flanked by the Indian Ocean on the east coast and the Atlantic on the west, and bordered by Namibia, Botswana, Zimbabwe, Mozambique, Lesotho and Swaziland.

SIZE

The nine provinces - Gauteng (Capital - Johannesburg), Kwazulu-Natal (Capital - Pietermaritzburg), Northern Province (Capital - Pietersburg), North West (Capital Mmbatho), Mpumalanga (Capital - Nelspruit), Free State (Capital - Bloemfontein), Northern Cape (Capital - Kimberley), Western Cape (Capital - Cape Town), Eastern Cape (Capital - King Williams Town), cover a total of 1 227 200km squared

POPULATION

According to the Development Bank of South Africa (DBSA), South Africa's population (1994) totalled 40 435 300 people of all races - Blacks 76,1 Whites 12,8%, Asians 2,6% and those of mixed origin 8,5%. This heterogeneous composition embodies a unique diversity of cultures, religions, languages and lifestyles.

LANGUAGES

There are 11 official languages: Afrikaans, English, Ndebele, Northern Sotho, Southern Sotho, Swati, Tsonga, Tswana, Venda, Xhosa, and Zulu.

A few phrases and words in three of the languages

English	Zulu	Xhosa
Good morning	Sawubona	Molo
Yes	Yebo	Ewe
No	Hayi	Hayi
Thank you	Ngiyabonga	Enkosi
Goodbye	Hamba kahle	Hamba kakuhle
My name is...	Igama lam ngu..	Igama lam ngu...
What is your name?	Ubani Igama lakho?	Ungubani igama lakho?

CLIMATE

The climate is generally sunny and temperate and the average number of sunshine hours each day are among the highest in the world. Winters are mild and clear, although occasional snowfalls occur on the higher mountain ranges of the Eastern and Western Cape and KwaZulu/Natal, causing brief cold spells in the surrounding areas. Over 40% of South Africa lies more than 1 210 m above sea level, and this factor exerts a significant influence on temperatures and rainfall in the interior of the country. The Western Cape Province enjoys a Mediterranean-type climate (dry summers and winter rainfall), while on the whole, the remainder of the country experiences summer rainfall, mostly in the form of short afternoon thunderstorms. As the country lies in the southern hemisphere, seasons are the reverse of those prevailing in the northern hemisphere.

The average maximum temperatures in degrees Fahrenheit of four of South Africa's major cities are:

Cape Town	Summer 80	Winter 69
Durban	Summer 83	Winter 77.2
Johannesburg	Summer 81.4	Winter 78
Pretoria	Summer 87	Winter 74

ALTITUDES OF MAJOR INLAND CITIES

Johannesburg - 1 735m; Pretoria - 1 362m; Bloemfontein - 1 390m; Pietermaritzburg - 684m.

PLANT AND ANIMAL LIFE

South Africa has an extraordinary wealth of flora and fauna. Some 22 000 species of flowering plants (of which 730 are classified as trees) are endemic to the country, and about 900 species of birds, representing 22 of the world's living orders, are found here. Indigenous animals include many carnivora, as well as a large number and variety of antelope and other herbivore - the largest being the elephant. Between them, the country's game parks preserve an amazing diversity of habitats to which different species have adapted over hundreds of thousands of years: desert and semi-desert, mountain, savannah, bushveld, temperate and subtropical coast, lake, estuary and river. Apart from the 800 game reserves and 16 National Parks Board Reserves, there are several privately owned sanctuaries, where conservation is strictly enforced.

RELIGION

African Indigenous Churches, Christian, Jewish, Muslim, Hindu.

HISTORY

Discoveries at Taung and other sites in the country bear witness

to the fact that prehistoric man lived about one and a half million years ago in what is today known as South Africa.

The San were the first people to settle. About 2 000 years ago they were followed by the Khoikhoi who settled in the Western Cape. Disease, displacement by new inhabitants and miscegenation gradually caused these groups to become extinct. The first Europeans to reach the Cape of Good Hope, toward the end of the 15th century, were Portuguese explorers seeking a sea route to the east. The first permanent European settlement was established by the Dutch East India Company in 1652. By the middle of the 18th century, the growing colony came into contact with the African tribes that were established in the southeast coastal regions and expanding southwestward. The largest organized group of white settlers ever to come to the country was in 1820. The first decades of the 19th century were filled with wars between the black nations the result being the emergence of the Zulu nation under Shaka and later Dingaan as the dominant power in South-Central Africa. The establishment of vassal states and virtual depopulation of the central plateau left the way for Voortrekkers, emigrants who were dissatisfied with the ruling British Government, to move into the area. The population patterns established in the first half of the 19th century remain largely unchanged to present. Discovery of lucrative deposits of diamonds, gold and other minerals, starting in 1866, were the impetus for the development of towns and cities in the interior. The cosmopolitan population of the goldfields was in constant conflict with the conservative government of the pastoral Boers, who resented the influx of foreigners. This was the era when British imperialism reached its peak.

Black nations were subjugated and their lands annexed, and the Boer republics were threatened; the result was the Anglo-Boer War of 1899 - 1902. The British Empire emerged victorious from the war. In 1910 the Cape Colony and Natal (British) and the Orange Free State and Transvaal (Boer republics) were joined to form the Union of South Africa under the leadership of Boer generals Louis Botha and Jan Smuts. The Act of Union was followed by a resurgence of Afrikaner nationalism. Organised political activity among Africans started with the establishment of the African National Congress (ANC) in 1912. In 1959 the Pan African Congress (PAC) was founded as a breakaway from the ANC because of its dissatisfaction with the nonviolent and nonracial policies of the ANC. Restrictions were placed on the movements of Africans and Indians and they were prohibited from acquiring title to land in 1913, although certain territories were reserved for black tribal ownership. African voters were removed form the common role in 1936. The Afrikaner nationalist movement grew steadily on a foundation of sectarian preference. and achieved its immediate objectives when the National Party, under Dr D F Malan, won the post war election in 1948. The first major violent confrontation between government and African nationalist movements occurred in June 1960 when police fired on a demonstration mounted by the PAC at Sharpeville. Shortly after virtually all black political organisations were banned. In 1963 Nelson Mandela and a number of conspirators were convicted of

treason and sentenced to long terms of imprisonment. Mr Mandela was released from prison on February 11, 1990 after 27 years of a life sentence. Taking a conciliatory attitude toward the government, he led his party into negotiations, culminating in the democratic election on April 27-29, 1994 and his appointment as President.

GOVERNMENT

The Republic of South Africa is a Constitutional State, with the Constitution for the Transition Period being the supreme law of the land. The constitution, inter alia, provides for a Government of National Unity (GNU), three tiers of democratic government (the Executive Authority, the Legislative Authority and the Judicial Authority) and a chapter on fundamental rights. A schedule in the bill sets out binding and justiciable Constitutional Principles to which a final constitution must adhere.

Parliament consists of a 400-person National Assembly and 90-person senate. The National Assembly is made up of 200 persons from the national representatives list and 200 persons from the regional representatives list of the various political parties, elected on the basis of proportional representation.

The senate is made up of 10 persons elected indirectly by each of the 9 provincial legislatures.

Ordinary laws are passed by a simple majority in each house and if one house rejects a bill, it must be passed by a majority of the total number of the members of both houses.
Finance bills, such as the budget and taxation laws, can only be introduced by the National Assembly. Bills affecting provincial boundaries or the exercise of powers functions allocated to provincial government must be approved both by the National Assembly and the Senate.

The head of State is the Executive President, Mr Nelson Mandela. The Executive Deputy Presidents are Mr Thabo Mbeki and Mr F W De Klerk. The multiparty Cabinet is composed of representatives from the African National Congress, The Nationalist Party, and the Inkatha Freedom Party.

The priority of the Government of National Unity is the Reconstruction and Development Programme (RDP) which is not only about building houses, creating jobs and feeding school children. It is about motivating a demoralised and dispirited people to rebuild the nation. It involves jump-starting economic revival, bringing a ~~sense of purpose to the lives of people~~ who have been marginalised for generations. It leads to the creation of ~~communities~~ which can take responsibility for their own well being. And it demands the wholehearted commitment of rich and poor alike to bring greater peace and prosperity to all.

The Constitutional Assembly (the National Assembly and the Senate sitting in joint session) is to draft the final constitution. It

will be bound by the justiciable Constitutional Principles adopted by the Plenary of the Multiparty Negotiating Process. These principles provide for the multiparty democracy, three tiers of government and the recognition of civil liberties.

The Constitutional Court shall have jurisdiction in the Republic as the court of final instance over all matters relating to the interpretation, protection and enforcement of the provision of the Constitution. Decisions of the Constitutional Court will bind all persons and all legislative, executive and judicial organs of state. The court consists of 10 judges and the President of the Constitutional Court, Judge Arthur Chaskalson.

Once the final constitution has been adopted by the Constitutional Assembly, it will be implemented. The multiparty Cabinet and Government of National Unity will continue to function until 27 April 1999, when the next democratic elections will be held.

FOREIGN RELATIONS

South Africa is a founder member of the United Nations formed in 1945. Expelled from the 1974 session of the General Assembly, South Africa stayed away from this international political forum until the newly elected government resumed its seat among the 184-member nations on 23 June 1994. A mandatory arms embargo imposed on South Africa in 1977 by the UN Security Council has also been lifted. The Organisation of African Unity (OAU) formed in 1963 by 32 African nations, grew to 53 member-countries when South Africa joined in May 1994. Designated to co-ordinate cultural, political, scientific and economic policies and to promote a common defence of members' independence, the OAU meets annually. South Africa withdrew from the Commonwealth of former British colonies in 1960 and rejoined in May 1994. A unique organisation of 51 countries representing nearly a quarter of the world's population, the Commonwealth spans the First World/Third World divide. The bi-annual summits include an informal and confidential exchange between leaders. The Non-Aligned Movement formed by countries wishing to avoid the East-West divide of the Cold War now uses collective power to improve the lot of developing nations.

ECONOMY

The Republic of South Africa is a managed free-enterprise economy. The state participates directly in a range of industrial activities, such as arms and oil production, and indirectly in many more through various development agencies. However, in recent years the worldwide trend in favour of private ownership has made an impact in the RSA. The South African Iron and Steel Industrial Corporation (ISCOR) has been privatised and listed on the Johannesburg Stock Exchange, following the precedent set with South African Coal Oil and Gas Corporation (SASOL) some years ago.

Mining, manufacturing, commerce, agriculture, and finance have always been the domain of free enterprise; antimonopoly legislation

is invoked only when a particular monopoly situation is demonstrably against the public interest. Amalgamations, voluntary agreements and the like are permitted unless they are found to be against public interest.

The country was subjected to an increasingly severe array of economic sanctions during the past decade. However, its unique range of minerals, including vast coal resources, and its well-developed agricultural, industrial and commercial sectors enabled it to survive.

Standard of Living Indicators

GDP per capita (PPP US $) 1993	2 900
Real GDP (Average annual % change) 1993	+ 2,1
Total GNP US $ 1994	110 million
Imports US $ 1994	16.8 billion
Exports US $ 1994	22.6 billion
Inflation (1994)(Average annual % change)	9
Principal Export	Gold (28%) Minerals (25%)
Foreign Debt US $	18 129 m
Telephones per 1000 population	144
Passenger vehicles per 1000 population	99
Commercial vehicles per 1000 population	44

South Africa's principle crops are maize, wheat, sugar, potatoes, tobacco and fruit (including grapes, which support an expanding wine industry). Of these sugar, maize and fruit provide substantial export earnings. Wool is South Africa's second biggest agricultural export commodity after maize and its the tenth on the country's list of exports. South Africa is the fourth largest wool producer outside Asia. The country's 27 million sheep include mainly South African Merino wool and Dorper for mutton. South Africa has approximately 8,4 million head of cattle, consisting of introduced Bos taurus breeds (such as Hereford and Aberdeen Angus) and indigenous Bos indicus breeds (such as Afrikaner). The country's 2 million dairy cows (mainly Friesian) are the base of progressive dairy industry that produces butter, condensed milk, milk powder, cheese and fresh milk products.

Manufacturing

The major economic growth areas are in the industrial sector. The government actively encouragers industry to embark on local-content programs. Incentives are offered for industrial development in decentralized areas.

The following is a breakdown of the manufacturing sector:

Chemicals, rubber, plastics	22.5%
Machinery, transport and scientific equip	21.5
Food, beverages and tobacco products	20.6

Metal and metal products	14,8
Paper products, printing	7.6
Textiles, clothing leather products footwear	7.2
Mineral products	3.3
Wood products and furniture	2.5

TRANSPORT

South Africa's complete road network links settlements ranging from the largest metropolitan area to the smallest village and comprises a total length of more than 206 000 km. Of this network more than 57 000 km are surfaced. Spoornet, the government owned railway operates 21 303 route km of railroads (34 110 km of track) 42,6% which is electrified. The luxurious Blue Train runs between Pretoria and Cape Town - a distance of 1 600km - and is particularly popular among tourists.

There are six major ports along South Africa's coastline of nearly 3 000 km namely Durban, Richards Bay, East London, Port Elizabeth, Cape Town and Saldanha. Durban is South Africa's busiest port and is believed to be the third largest port in Africa.

South African Airways, the country's national carrier operates a comprehensive network of services internally and internationally.

PEOPLES

Throughout its history, South Africa has been a geographic designation rather than a reflection of a national reality. The result is that today the Republic of South Africa has one of the most complex and diversified population mixes in the world, a rich mosaic of distinctive minorities. This is underscored by the fact that not one of South Africa's major languages is spoken by a majority of all the people.

The four major ethnic divisions among black people are the Nguni, Sotho, Shangaan-Tsonga and Venda. Together the Nguni and Sotho account for the largest percentage of the total Black population.

The Nguni language group comprises three sub-groups within which a number of ramifications and a large number of subramifications can be distinguished:
The Zulu-speaking peoples comprise about 300 tribes who live in Kwazulu/Natal and in some urban areas. According to traditional Zulu belief, Umvelinqangi is the creator of life. His daughter, uNomkubulwana, is, however, closer to man. She is associated with rain and thus economic prosperity depends on her. Regular feasts are held in her honour and beer is poured as a sacrifice. In times of drought a field has to be planted specially for her. There is also a belief that girls can persuade her to send rain by donning their brother's clothes and taking over their jobs as herdsmen. Ancestral spirits are very important to the patriarchal Zulu. They are believed to control everyday life and must be appeased with

sacrifices. Cattle are a link with the ancestral spirits, while the medicine man has an important ritual role.

The Xhosa speaking tribes comprise of the Xhosa, Pondo, Pondomise, Hlangwini, Xesibe, Bomvana, Hlubi, Fingo, Bhaca and Ngqika. Within the context of the Xhosa the "amagqirha" or traditional healers are regarded as chosen by the ancestors and they play an important role in the treatment of disease and misfortune. Misfortune is regarded as the work of witches and sorcerers who work through confidants and henchmen, Uthikoloshe, believed to be a small hairy man who loves playing with children and who can harm women, is greatly feared. Xhosa dress reflects unique customs, the uncovered breasts of women indicate that they are nubile. Men, women and older boys wear tanned skins or blankets which are dyed with red ochre. Long stemmed pipes - only for women with a certain number of children - and tobacco pouches decorated with beads, are also characteristics of the Xhosa. The South Ndebele is a smaller group who comprise of Manala and Ndundza peoples and are commonly known as the Mapoch. The Ndebele are well-known for their decorative murals and beadwork. Beadwork is used on women's clothing, each garment reflecting a certain status. A well dressed Ndebele girl can wear up to 25 kg of copper, leather and beads.

Like the Nguni the Sotho group comprises of three subgroups. The North Sotho includes the Pedi, Pulana, Pai, Kutswe, Kgaga-Kone, Phalaborwa, Nareng, Tlou, Gananwa, Hlaloga and the Kolobe. The South Sotho comprise of the Fokeng, Tlokwa, Kwena, Phetla, Phuti, and Pulana. The Tswana include tribes such as the Thlaping and Koni. Characteristic of the North Sotho tribes is veneration of Modjadji, the Rain Queen. According to tradition she can create rain and was formerly greatly feared and respected. The identity of the respective tribes is indicated by totems or emblems. The totems bear the emblem of an animal and within each tribe that animal is sacred and may not be killed. The South Sotho, mainly a mountain people are known as excellent horsemen. They are easily identified by their ponies as well as brightly-coloured blankets and cone shaped hats. The Tswana are known for their traditional clay pots and large clay granaries.

The Tsonga are related to the Tsonga of Mozambique and are also known as the Shangaan-Tsonga. As a language Tsonga is divided into related dialects and it is the Nkuna dialect which is primarily used as a written language. Overhanging roofs forming a cool porch are characteristic of Tsonga architecture. Women traditionally wear a short skirt, completely covered with beads. The Tsonga are well known for their mine dances, carried out to the beat of drums and horns and wide variety of musical instruments such as the mbila.

The Venda are a largely homogenous people, although they include the distinguishable Lemba, who evidently have a semitic origin and regard themselves as nobility. The Venda are known for their extensive use of stone walls, textured leather and beadwork, for their grain vessels which are actually "sculptures" for decorating

their huts with charcoal, white clay and ochre, for brightly coloured dolls and kudu-horn music.

White people trace their origins to the Dutch East India Company settlement at the Cape in 1652 and the British settlement of the 1700's. The main language groups are English and Afrikaans. English speakers are defendants of English, Irish, Scot, Welsh, Australian, American and Canadians they contributed to the establishment of exclusive clubs, Africana paintings by artists such as Baines and Bowler, Victorian and Edwardian architecture, Scottish music and Welsh singing. The Afrikaans language was developed locally and its speakers are known for their pioneering spirit, desire for independence, adaptability and hospitality. The Afrikaner community is unity-conscious, strongly bound to its culture, nation, country, language, religion, institutions and organisations.

The Griquas, largely of the Hottentot (Khoi-Khoin)-European ancestry, have developed a culture of their own, characterised linguistically by a broken form of Dutch-Afrikaans with a peculiar yet dignified power of expression. Their religion, love of sacred song and choirs are their chief cultural features.

The Cape Malays are decedents of the early Muslim people brought to the Cape by the Dutch East India Company. Despite bondage and isolation they remained faithful to Islam. This is manifest in all their traditional ceremonies at feasts, weddings, funerals and pilgrimages to Mecca.

The first Indians came to South Africa in 1860 as indentured labourers of the Natal colonial government for Natal's sugar plantations. For many decades the idea was that the Indians should eventually be repatriated. It was only in 1961, after South Africa became a republic, that this notion was abandoned and the Indian community was allowed to stay as a permanent part of the South African population.

CULTURE

South Africa offers vital and diverse cultural fare. The country's artists are active both locally and abroad in the fields of theatre, classical and modern music, opera, ballet, the visual arts and literature (drama, poetry and prose). Many South African productions are showcased on stage and at exhibitions abroad.

SPORT

South African sportsmen and women continue to excel on the playing fields of the world and at home, establishing new world and South African records and scoring remarkable feats. One of the reasons is probably South Africa's ideal climate which permits all forms of outdoor sport and recreation to be enjoyed virtually throughout the year in most parts of the country. Rugby, tennis, field hockey, soccer, cricket, squash, badminton, golf, surfing, sailing,

running, athletics, sky diving, cycling, triathlons are some of the participation sports.

DID YOU KNOW?

Eskom, South Africa's national electricity utility, is the world's fourth largest electricity utility in terms of both sales volume and nominal capacity. Eskom generates more than the African continents electricity.

The Lost City Resort is the largest theme resort hotel in the world as well as the largest building project undertaken in the southern hemisphere.

The South African oil company SASOL has established the only commercially proven oil-form coal operations in the world.

More than 200 caterpillar machines and engines used on mining forestry, construction and framing projects in sub-Saharan Africa have been developed in South Africa. South Africa is the only country outside the USA which manufacturers this equipment.

The Johannesburg Stock Exchange is ranked ninth in the world in terms of market capitalization.

The Beer Division of The South African Breweries Limited ranks among the top 10 brewing companies in the world. Two of its brands, Lion and Castle, are among the most popular in the world.

South Africa has 91% of the world's manganese reserves, 82% of its platinum group metals, 58% of its chrome, 53% of its gold, 50% of its vanadium and 30% of its fluorspar. South African mining technology is the most advanced in the world.

South Africa has the fourth largest coal reserves in the world. Its coal industry ranks sixth in the world in terms of output of hard coal and third in the world in terms of seaborne international coal trade.

The De Beers Group of companies control more than 80% of the world supply of rough diamonds.

South Africa has mines deeper than any other county in the world, at depths of almost 4 kilometres at the Western Deep Levels Mine.

The Rand Refinery is the largest refinery of gold in the world.

South African company Anglo American corporation is the world's biggest producer of non-fuel minerals.

Six out of 11 gold mines in the world producing more than 1 million ounces of gold in 1993 are in South Africa.

A leading South African brand of pure fruit juices, Ceres, has won

the International Award for Food and Beverages every year since 1987.

South Africa is the second largest exporter of fruit in the world.

South Africa is the worlds biggest producer and exporter of mohair.

The Kruger National Park the Grande Dame of nature reserves supports the greatest variety of wildlife species on the African continent.

The University of South Africa UNISA is a pioneer of tertiary distance education and one of the biggest correspondence universities in the world.

References:

Share Newspaper; Official Year book of the Republic of South Africa; Doing Business in South Africa - Price Waterhouse; This is South Africa - South African Communication Service; The Travel Guide to South Africa - Les De Villiers; The Structure of the South African Economy - ABSA Bank; South African Race Relations Institute.

EINDE

ACTIVITY ONE

As soon as you arrive at the Johannesburg airport, you need to re-set your watch and exchange currency once you have claimed your luggage.

You watch shows 10:55 a.m. (U.S. time). If the time difference is 7 hours but South Africa does not observe Daylight Savings Time, calculate the time in Johannesburg. You have arrived during the month of July. Daylight Savings Time begins in April in the U.S.

You decide to exchange $50.00 into South African rands. The rate of exchange is currently 4.236 rands to the U.S. dollar. The foreign exchange desk charges 20% commission in rands for the transaction. How many rands will you receive?

ACTIVITY TWO

During a conversation with a hotel employee, you discover that he earns R48 for a twelve hour day, which is a normal workday in South Africa. In terms of U.S. dollars, how much does he earn an hour? Per 5 day week? Compute for 52 weeks per year?

Since there is no minimum wage in South Africa, calculate how many rand an employee should earn to be comparable to the U.S. minimum wage of $4.75 per hour.

ACTIVITY THREE

During your stay in South Africa, your delegation visits several schools. Here is a list of your observations:

1. Classrooms lack equipment such as maps, globes, audio-visual materials
2. There are few books.
3. Students wear uniforms.
4. There are 10 classes per day which run 30 minutes each.
5. Students have unsupervised recess.
6. Discipline is very strict. Elementary students may be spanked.
7. Grade levels are called "Standards".

Create a Venn diagram to compare/contrast a South African school to a U.S. school.

ACTIVITY FOUR

Your group is taken to an authentic Zulu village where you are invited to participate in a typical Zulu meal consisting of lamb stew, ground maize, fire beans, cabbage, pumpkin, and porridge. You help yourself from cooking kettles over an open fire, and eat from a wooden bowl with a wooden spoon.

The young men and women of the village entertain you with much traditional singing and dancing.

Pretend that you have the opportunity to host a group of South African visitors to a typical neighborhood gathering in your multicultural community. You must plan for food and entertainment. Develop a menu that would reflect your neighborhood community. Decide on what kind of entertainment (dances, games, etc.) you could show your visitors. Tell why you made these selections in a letter sharing your plans with the mayor and city council of your community. You will need their approval before you can proceed so you will have to persuade them that your plans are good.

ACTIVITY FIVE

Color and symbols play an important role in the design of a nation's flag. The new South African flag was designed by Mr. Fred Brownell. Color the flag on the following page according to the explanations given for what each color represents.

Suppose you were asked to design a new flag for the United States. What colors and symbols would you choose? Why? Design a flag using the colors and symbols you have chosen. Write a detailed description explaining your choices.

ACTIVITY SIX

The chart below shows per capita spending per student by race for given time periods. What percentage of total spending did each group receive for each time frame? By what percent did per capita spending for Black children increase from 1953-54 to 1994-95?

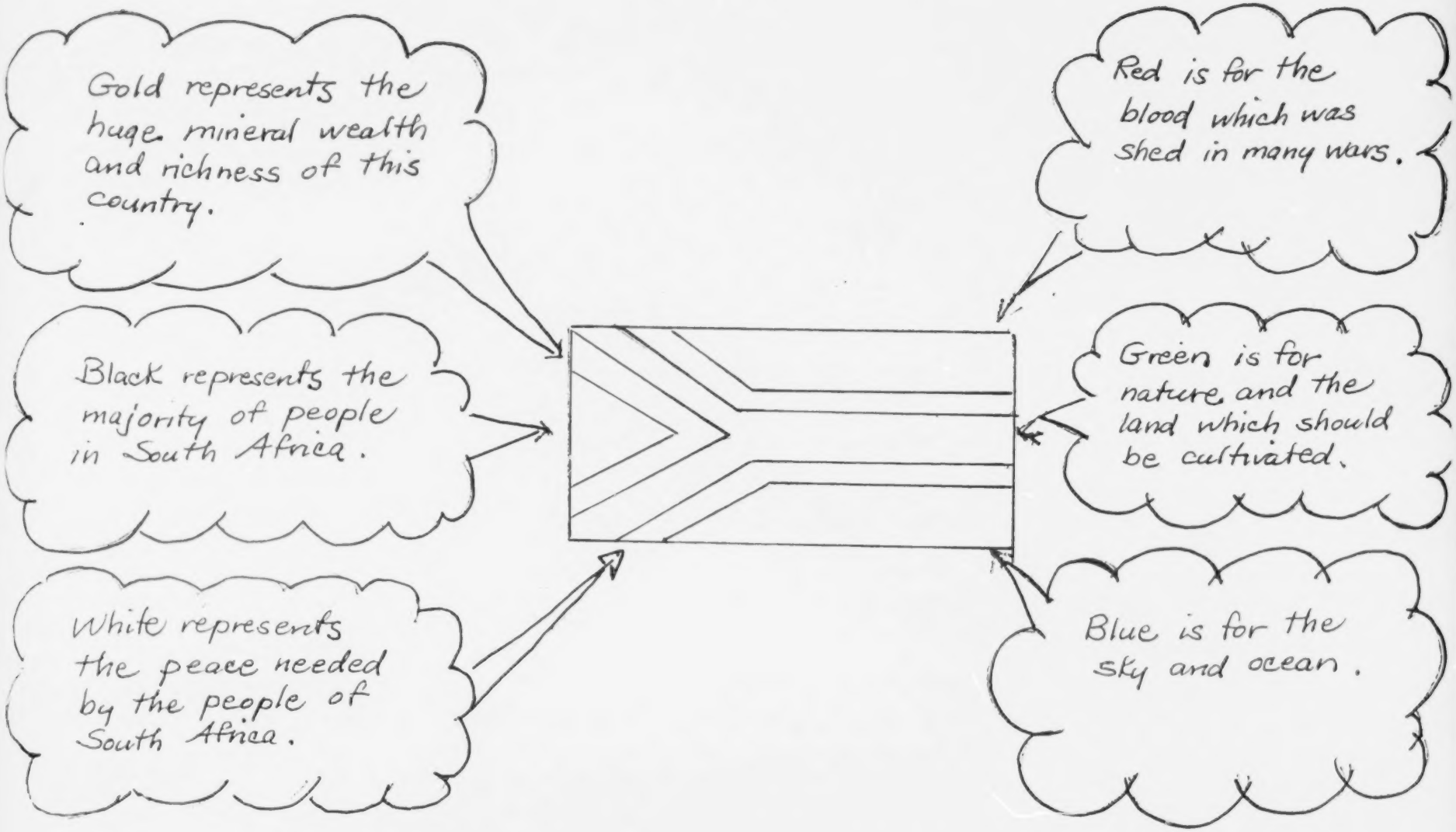
Using the 1994-95 figures, calculate what the average spending per student would have been if resources were shared equally.

PER CAPITA SPENDING PER STUDENT

Year	Black	Colored	Indian	White
1953-54	R17	R40	R40	R128
1980-81	R159	R253	R513	R913
1994-95	R2174	R3700	R4600	R5400

ACTIVITY SEVEN

Currently, 1.8 million persons are infected with the AIDS virus in South Africa. HIV infection is increasing among 15-19 year olds. With the new government, more is being done to teach the public about the disease. One project, Talking to Each Other, is the result of using juvenile focus groups to express their own views and beliefs on sex. The project goes out to isolated areas to teach illiterate people about AIDS, using the powerful medium of drama.


Gold represents the huge mineral wealth and richness of this country.
Red is for the blood which was shed in many wars.
Black represents the majority of people in South Africa.
Green is for nature and the land which should be cultivated.
White represents the peace needed by the people of South Africa.
Blue is for the sky and ocean.

BEST COPY AVAILABLE

Read the information on HIV/AIDS which follows. Then select one of the following ways to channel information to the public and create your own message.

Choose one:
Skit TV commercial Tee shirt design Poster

ACTIVITY EIGHT
Your delegation stops to visit the District Six Museum in Capetown. This museum was created to keep alive the memories of all the people who used to live there but were forced to move under the rules of apartheid. The museum opened in 1994.

The education officer at the museum has written a book about her memories of where she grew up and lived.

Read "First Experience with a Bulldozer" and "The Last Few Months". The respond to the following:

A. During apartheid, the Group Areas Act determined where people should live in order to keep the races separate. District Six was declared a white area so all the people who lived there were relocated to other areas.

In "First Experience with a Bulldozer", the author describes the day when a bulldozer was sent to demolish the cooldrink factory. Some people thought the world was coming to an end but an old man shouted, "No, the world is not coming to an end; we here in District Six are coming to an end?" What did he mean?

B. In "The Last Few Months", the author describes the ordeal of finally moving out of their house on Tyne Street. Neighbors tried to comfort her. Write a letter to Penny to let her know that you understand her pain.

C. Why are museums important to keep history alive? What other historical museums do you know of that do the same thing? Discuss these questions in your cooperative learning group. Then answer the questions in a summary paragraph.

ACTIVITY NINE
South Africans of all races went to the polls together for the first time in the history of South Africa during the period of April 26-29, 1994 to elect a Government of National Unity (GNU). Each voter could cast two votes: one for the National Assembly and one for the provincial government in the province where each person lives.

BEST COPY AVAILABLE

8.1.2 WHAT IS HIV/AIDS?

8.1.2.A The Disease*

HIV is a retrovirus which attacks human T4 cells which are vital to the body's immune system. Once these cells are destroyed, immunity breaks down and the HIV carrier becomes less resistant to infection. When a person first contracts the virus they show no symptoms and are merely HIV positive. They may not even know that they have been infected but they are infectious. HIV+ people can be totally healthy and live a normal life. This silent phase of the disease can continue for approximately 10 years or even longer.

Eventually HIV+ people appear to succumb to an infection which takes the opportunity to invade the body because of the weakened state of the immune system. After this has occurred the person is described as having contracted AIDS and at present this is terminal - it will result in death.

The origin of HIV is unknown but its early appearance in marginalised groups such as gay men, illicit drug users and blacks allowed popular reaction of "discrimination, sanctimoniousness and blame"[86]

8.1.2.B Prevalence

The HIV prevalence rate in South Africa is presently 7,57% - 1.2 million people - with KwaZulu-Natal having the highest rate at 14,35%. The estimated doubling period (ie. the length of time it takes for the prevalence in the population to double) is 12 months. Statistics indicate that the rate is highest among 15-29 year old women. The rate of infection for the age group under the consideration in this study, 15-19 years, is 6,47%[87].

Peter Doyle has produced the most authoritative model for predicting the spread of HIV/AIDS in this country. It contains two scenarios; one is "high" and assumes no substantial change in sexual behaviour, and the other is "low" assuming significant changes. Even on the "low" scale Doyle predicts that by the year 2000, 3,7 million people will be HIV+ and in that year approximately 200,000 people will die of AIDS related illnesses.[88]

People between the ages of 16 to 30 will be the worst affected by the epidemic, representing 72% of all new infections:-

> **Young women will account for 81% of all new HIV infections among females; young men will comprise 62% of new infections among males[89].**

In South Africa AIDS largely affects the heterosexual community and women are at greater risk than men because they "are more likely to be infected with HIV through sexual encounter than men[90].

8.1.2.C Transmission*

HIV is transmitted by transfer of bodily fluids from one person to another. Exchange of blood, semen and vaginal juices involves the highest risks with the following representing the most common ways in which the virus is transmitted:-

> **sexual intercourse (vaginal and anal);**
>
> **mother to child (*in utero* and breast milk); and**
>
> **unsterile instruments (eg. accidental "needle stick" injuries, razor blades and syringes - the latter creating the risk among intravenous drug users).**

Screening of donated blood has virtually eliminated the risk of contracting the virus through blood transfusions.

Other bodily fluids such as tears, sweat, saliva and urine contain such low concentrations of the virus as to make transmission virtually impossible. For example, it has been estimated that 3 litres of saliva would be required to create a risk of transmission and therefore it can be said that kissing is not a risky activity. Although there is no reported case of transmission through oral sex, unprotected oral sex poses some potential risk.

But day to day contact is entirely safe:-

> **...the virus cannot be spread through touching or hugging someone, from swimming together, bathing together, eating together, sharing clothes, or from a telephone or toilet seat. It is not spread by mosquitoes or through air-conditioning systems[91].**

* The information in the sections on "The Disease" and "Transmission" have been drawn from Mary Crewe's excellent book, *AIDS in South Africa: the Myth and the Reality* at pp 1-7, 24-25, 35 and 38-39.

8.4.3 E Apartheid

As with other contraceptives there is also the baggage of the former Apartheid regime which renders many people understandably suspicious.

> **Because of previous vigorous campaigns by the apartheid state to lower the black birthrate, and the promotion of the use of condoms in these campaigns, a lot of scepticism has arisen about the use of condoms for safer sex and protection against AIDS. As there are not yet very many people suffering from full blown AIDS in South Africa, and as the disease has no symptoms and a long incubation period, it is easy to believe that the AIDS campaigns of the authorities are concealed attempts to yet again lower the black birth rate.[91]**

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8.2 KNOWLEDGE ABOUT HIV/AIDS

8.2.1 General Knowledge

It became clear from the focus groups that young people have a high level of awareness of HIV/AIDS and a reasonable understanding of how the virus is transmitted. The extent of the participant's knowledge tended to suggest that most had received some form of information or education, albeit from different sources.

> *... a disease that kills your cells in the body. You also feel tired when suffering from AIDS. You get AIDS when you are sleeping with an infected person without using a condom. You get it through sex and injection.* Gauteng, Informal Settlement, African, Male, 12-13

Because many know that the disease can infect anyone there is a tendency towards fear and anxiety and these factors feed into the creation and dissemination of myths and rumours. Therefore, despite quite good general knowledge, many participants were in possession of both accurate and inaccurate information and many did not know how to distinguish between the two.

> *AIDS kills like an AK47. I have personally nicknamed it KwaZulu-Natal, due to it being merciless, killing toddlers and grown ups as is happening with AK's and violence in KwaZulu-Natal.* Mpumalanga, Town, African, Female, 14-16.

This statement from a participant reflects the perception of many that AIDS synonymous with death and demonstrates the care and sensitivity with which education packages must be designed and delivered. Although the community must be convinced of the seriousness of AIDS, engendering fear often obstructs good education and results in discriminatory attitudes towards people who have AIDS (ie. people living with AIDS, who will be referred to as "PWA")

Not all participants believed that AIDS exists often due to the fact that they have not seen anybody with AIDS.

> *No (AIDS does not exist)... because you will never see a person with AIDS.* W. Cape, Township, African, Male, 14-16.

Because much of the education which the community has received about AIDS has been delivered in a one-way process of information giving, people have not been able to explore their concerns and fears. Some participants expressed feelings of confusion about the information they have been given.

> *... but what is puzzling is that the germ that causes AIDS is inside you and yet you do not feel anything.* KZN, Village, African, Male, 17-20.

8.2.3 Transmission

Because modes of transmission tend to be at the forefront of AIDS education participants demonstrated significant knowledge about this issue but again correct information was mixed up with myths and fear. Some comments were entirely accurate.

> *Pregnant mothers can pass the virus to their children.* KZN, Township, African, Female, 10-11

Although some participants indicated that they thought only prostitutes and gay people can be infected and that such people are the cause of AIDS, most believed that you could contract HIV from anyone, including people you love.

> *It is possible to get AIDS from the one you love. You may ask but will you get the truth?* KZN, Township, Indian, Female, 17-20.

It is vital that sexuality education programmes develop this theme. Because of the global social history of the spread of AIDS there is a tendency of many people to set up AIDS as a disease of "us" and "them" through a process of only seeing other people - the guilty and sexually irresponsible - as being at risk.

> **Blaming the other undermines the recognition of personal risk and the subsequent use of protective measures during sexual intercourse, therefore, people will continue engaging in unsafe sexual practices so long as they do not see themselves at risk of HIV infection[92].**

8.2.3.A Misconceptions

there is obviously considerable misunderstanding about kissing and this is not surprising given the likely exchange of bodily fluids in the process. It is an area which requires further education probably in the context of discussing safer sexual activities.

> **Participant:** *Kissing ... if saliva mixes can I get AIDS?*
> **Facilitator:** *No, the percentage of the virus is too small.*
> **Participant:** *I think it can also have to do with the number of times that you kiss.* KZN, Township, Indian, Female, 17-20.

The mixed messages can lead to quite confused combinations of beliefs.

> *If you use a condom but still kiss a person who has AIDS you can get it.* KZN, Township, African, Female, 10-11.

> *It occurs when a person sleeps with perhaps one person at about 12 noon and another at about 5.00 pm and then sleeps with another one at about 8.00 pm. Then the virus gets formed.* E Cape, Township, African, Male, 17-20.

Inaccurate information can adversely affect attitudes towards PWA because if breeds fear. Some participants obviously believed they could contract AIDS from casual contact with an HIV+ person.

> *If you use one bathroom, toilet, and plate AIDS will never get to you.* North West, Village, African, Males, 10-11.

> *You can get it, if you touch him or her (someone with HIV or AIDS).* North West, Village, African, Males, 10-11.

But other participants would often correct these errors.

> *You cannot get it from being amongst people with HIV or AIDS.* W. Cape, Township, African, Male, 10-16

And something has to be done about the blame heaped upon the innocent mosquito

> *... if mosquitoes bite a person who has AIDS and sucks the blood and then bites another person, that person will get AIDS.* Mpumalanga, Town, African, Male, 14-16.

8.2.4. Cure for HIV

A common myth expressed by both boys and girls is that if an HIV+ man has sex with a virgin he will be cured.

> *If you are a virgin and somebody sleeps with you the AIDS will go away from that person...* E. Cape, Township, African, Female, 16-18.

26 First experience with a bulldozer

THERE WERE MANY PEOPLE IN District Six who did not even know that a word like "bulldozer" existed. Most of them had never seen such a thing, not even on a picture.

Our first encounter with a bulldozer was terrifying. Suddenly one morning this big monstrosity rumbles and roars down Tyne Street and comes to an abrupt halt in Chapel Street.

Most of the neighbours and their children were running behind it, while other grown-ups had gathered outside their homes to see what the noise was all about. It looked as if a space ship had just landed, as if it had come to invade District Six.

"Can you people now see what's happening here? I told you the world is coming to an end!" one old lady shouted.

"No!" a man shouted back from across the street. "The world is not coming to an end, we here in District Six are coming to an end!"

The driver of the bulldozer shouted at the people to make way for him as he had a job to do.

"I was sent to demolish the cooldrink factory," he tried to explain. "Isn't this it?" he asked, pointing at the old building near the Sidney Street corner. "Now please, get out of the way! People who get in the way will get hurt!"

Slowly the people moved away.

"Oh," an old man whom I had often seen shuffling along with his walking stick moaned, "I'm so glad that my wife didn't live long enough to witness what is happening here today. We lived here for sixty years. Sixty years! All gone." And slowly he walked away.

As the bulldozer rammed it, the building started falling apart bit by bit. First one wall, then a next. Then part of the roof tumbled in.

The bulldozer just kept going like a huge war tank.

My younger sister Patsy had covered her ears because the noise of bricks and timber and iron being torn apart was unbearable.

"No, go away!" she screamed. "Stop, stop!"

But her small child's pleas were lost in the sounds of destruction.

Most people stood as if they had just received an electric shock. Speechless they gazed at the destruction in front of them. Daisy clung to Mom, petrified that our house would be next.

too, so don't worry about the empty hole. There won't be any children to play in it," the driver replied, and he laughed again.

27 The last few months

RON AND SUSAN GOT MARRIED in July 1971, in the middle of winter. We were all dressed in thick clothing as we went into St Mary's Cathedral at the bottom end of Roeland Street, just across from the Houses of Parliament. Shirley was bridesmaid and Ron's friend Dave was best man.

After the wedding ceremony, the newly married couple, their train, the families on both sides and some guests went to the old Company Gardens in the centre of town to have the wedding photographs taken. Afterwards there was a reception at a private clubhouse in Woodstock. It was a big wedding, with about 150 guests, and it was as happy an occasion as we could have had so soon after Dad's passing away.

The wedding couple spent their honeymoon in Mossel Bay. When they returned, they moved in with Susan's mother in Kensington, near Maitland.

Within a few months Mom had lost her husband and now her oldest son had moved away. She was left with seven children to take care of in a District that was becoming more and more deserted and unrecognisable. People were leaving every week. More and more buildings were being knocked down or closed up.

We missed a man in the house. Before Dad's death Mom never went out. That had now changed. She was forced to go out. Especially after Ron left the house.

I often thought of what Mr O'Connell said when he paid his last respects to Dad: "Alex, things are really getting bad here in District Six, lots of houses are already empty. It's a pity that you had to leave your family when they're going to need you most."

When I came home from work one afternoon in October that year, Mom told me that she had had no option but to fill in some forms.

It reminded me that by mistake I had left my beautiful maroon fountain pen with gold trimmings and my initials engraved on the side, at home that morning. I had missed it only when I got to work.

"Mom, have you perhaps seen my pen?" I asked.

She was embarrassed. The white official from the Group Areas who brought the forms to the house, she told me, saw my pen on the table and persuaded her to give it to him. "Penny, I said I could not as it was my daughter's pen and it was a very special gift. But he said if I give him the pen he'll see to it that we get a nice house."

"Mom, that man had no right to bribe you. I'm not going to move anywhere, and I'm going to find out who his superiors are and report him. You'll see, in the end that pen will make no difference!"

The man had clearly intimidated my mother, saying that if she did not sign the papers and move out as instructed, then he would have to make the necessary arrangements to forcibly remove us.

He needn't have told her. We knew that. We saw the government trucks every time they roared into what was still left of District Six.

"I want no more trouble, Penny. We have no choice. We don't have money for a deposit to buy a house. We have to move soon, whether we like it or not," Mom said.

"If Dad was alive he would've put up a fight," I insisted.

Eventually I walked down the passage and out the front door.

It was not necessary to lock the front door. The house was going to be demolished and Uncle Peter was already on his way to collect the things that were left inside. I didn't even bother to pull the door closed. Number 14 would exist no more, nor would Aspeling, Godfrey or Parkin Streets.

I started to cry. I sobbed as if someone had just died. I didn't care, I was sentimental about District Six. The place was our home, after all.

Someone, I don't even remember who, came and comforted me. She wanted to know what the matter was.

"The cat scratched me," I said.

"It's okay, Penny," Mrs Adams said from across the street. "We all know how you feel because we all have one pain."

Then a passer-by observed, "If you remove a cat from familiar surroundings and you rub a little butter on its paws when it reaches its new destination, it will get accustomed to its new home very quickly."

Oh, I wish it was so simple, I thought.

The government of South Africa is a Constitutional State with three tiers of democratic government: the executive branch in Pretoria, the legislative branch in Capetown, and the judicial branch in Bloomfontein.

Parliament consists of a 400 person National Assembly and a 90 person Senate. The National Assembly is made up of 200 persons from the national representatives list and 200 persons from the regional representatives list of various political parties, elected on the basis of proportional representation.

The Senate is made up of 10 persons elected indirectly by each of the 9 provincial legislatures.

The president is elected by members of Parliament, and, in 1994, two executive deputy presidents were also appointed.

A. You are asked to explain the structure of U.S. government and electoral process to a group of Standard Eight students. To do this, you decide to create an idea map on the chalkboard to illustrate essential information. Using the frame given, create an idea map which provides information you want the students to grasp.

U.S. GOVERNMENT

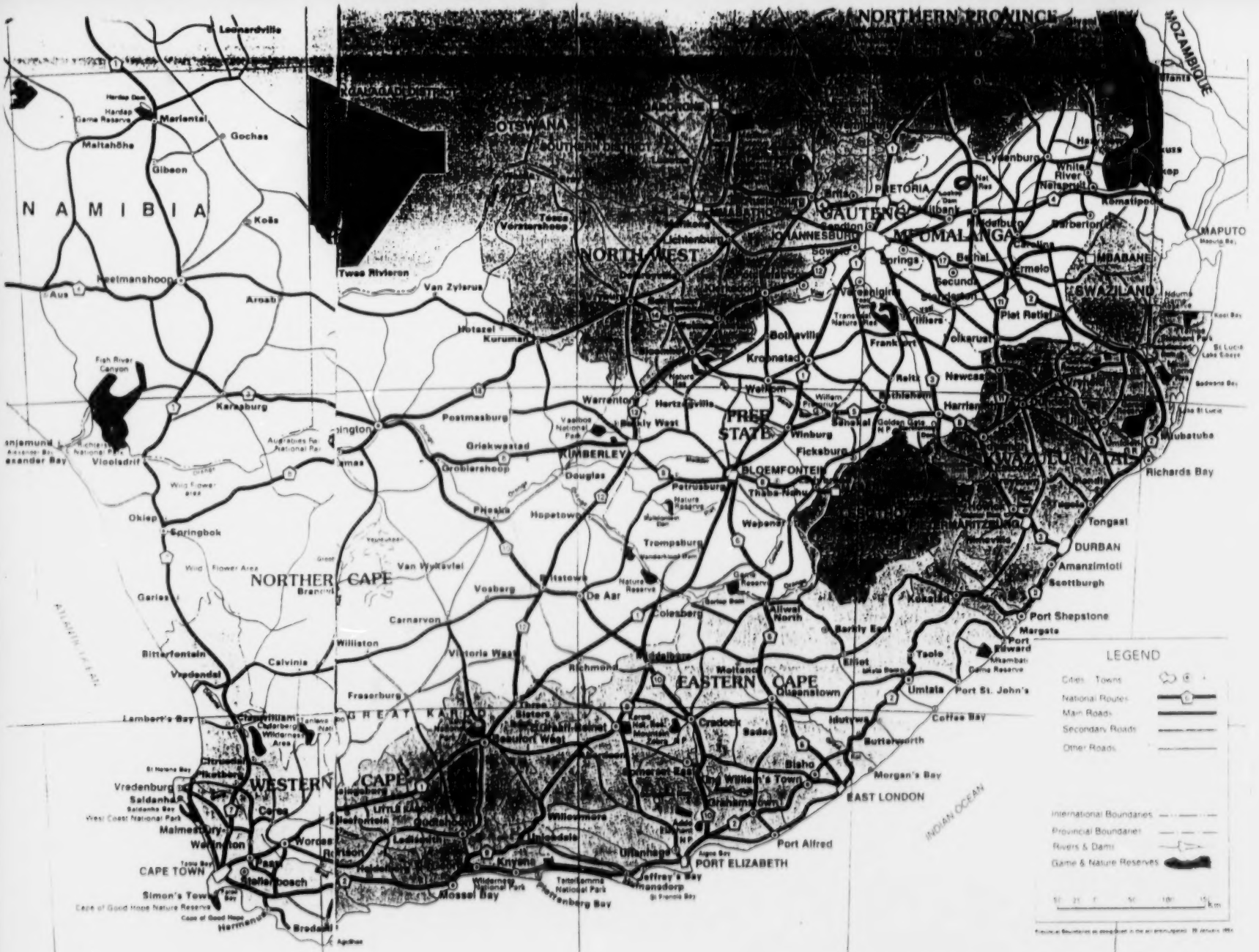
EXECUTIVE LEGISLATIVE JUDICIAL

B. You want the students to compare the two governments. Make a chart showing the information you would want them to compare.

Government Tier	South Africa	United States
Executive		
Legislative		
Judicial		

ACTIVITY TEN

South Africa lies south of the equator and so its seasons are opposite those of countries in the Northern Hemisphere. Differences in elevation, wind systems, and ocean currents affect the climate in various areas. For example, the Cape Mountains Region has warm, dry summers and cool, wet winters. Much of the Coastal Strip has hot, humid summers


NORTHERN PROVINCE
NAMIBIA
BOTSWANA
SOUTHERN DISTRICT
NORTHWEST
GAUTENG
MPUMALANGA
NORTHERN CAPE
FREE STATE
KWAZULU-NATAL
EASTERN CAPE
WESTERN CAPE
SWAZILAND
MOZAMBIQUE
MAPUTO
PRETORIA
JOHANNESBURG
KIMBERLEY
BLOEMFONTEIN
DURBAN
PORT ELIZABETH
EAST LONDON
CAPE TOWN
Richards Bay
Port Shepstone
Port St. John's
Mossel Bay
Knysna
Oudtshoorn
Beaufort West
Upington
Springbok
Kuruman
Mafikeng
Rustenburg
Witbank
Middelburg
Ermelo
Secunda
Standerton
Vereeniging
Klerksdorp
Potchefstroom
Welkom
Kroonstad
Bethlehem
Harrismith
Newcastle
Ladysmith
Pietermaritzburg
Empangeni
Richards Bay
Tongaat
Amanzimtoti
Scottburgh
Margate
Kokstad
Umtata
Queenstown
Cradock
Graaff-Reinet
Colesberg
De Aar
Hopetown
Prieska
Kimberley
Douglas
Postmasburg
Griekwastad
Vryburg
Warrenton
Hartswater
Taung
Sun City
Rustenburg
Brits
Lichtenburg
Zeerust
Ottosdal
Potchefstroom
Carletonville
Randfontein
Krugersdorp
Roodepoort
Soweto
Alberton
Springs
Nigel
Balfour
Heidelberg
Vanderbijlpark
Sasolburg
Parys
Frankfort
Villiers
Volksrust
Piet Retief
Standerton
Secunda
Ermelo
Carolina
Barberton
Nelspruit
White River
Komatipoort
Lydenburg
Middelburg
Witbank
Bronkhorstspruit
Cullinan
Pretoria
Mafikeng
Zeerust
Lichtenburg
Ventersdorp
Potchefstroom
Klerksdorp
Orkney
Stilfontein
Hartbeesfontein
Wolmaransstad
Bloemhof
Christiana
Schweizer-Reneke
Delareyville
Ganyesa
Vryburg
Kuruman
Hotazel
Van Zylsrus
Twee Rivieren
Upington
Kakamas
Keimoes
Kenhardt
Brandvlei
Van Wyksvlei
Carnarvon
Williston
Fraserburg
Sutherland
Calvinia
Loeriesfontein
Garies
Kamieskroon
Springbok
Okiep
Steinkopf
Vioolsdrif
Alexander Bay
Port Nolloth
Richtersveld National Park
Augrabies Falls National Park
Fish River Canyon
Karasburg
Aroab
Aus
Keetmanshoop
Maltahöhe
Gibeon
Gochas
Mariental
Hardap Dam
Hardap Game Reserve
Koës
Leonardville
Walvis Bay
Swakopmund
Henties Bay
Cape Cross
Uis
Omaruru
Karibib
Usakos
Otjiwarongo
Okahandja
Windhoek
Rehoboth
Gobabis
Grootfontein
Tsumeb
Otavi
Outjo
Khorixas
Opuwo
Ruacana
Oshakati
Ondangwa
Oshikango
Rundu
Katima Mulilo
Caprivi Strip
Etosha Pan
Etosha National Park
Namib-Naukluft Park
Sossusvlei
Luderitz
Orange River
Fish River Canyon
Augrabies Falls
Kgalagadi Transfrontier Park
Kalahari Gemsbok National Park
Tsodilo Hills
Okavango Swamps
Chobe National Park
Victoria Falls
Hwange National Park
Matopos
Bulawayo
Francistown
Selebi-Phikwe
Gaborone
Lobatse
Kanye
Molepolole
Mochudi
Serowe
Palapye
Maun
Ghanzi
Tsabong
Hukuntsi
Jwaneng
Orapa
Letlhakane
Shakawe
Kasane
Kazungula
Livingstone
Lusaka
Ndola
Kitwe
Chingola
Solwezi
Mongu
Kalabo
Sesheke
Zambezi
Kariba
Harare
Chinhoyi
Mutare
Beitbridge
Masvingo
Gweru
Kwekwe
Kadoma
Chegutu
Marondera
Chitungwiza
Bindura
Mount Darwin
Centenary
Karoi
Chirundu
Lake Kariba
Lake Cahora Bassa
Tete
Blantyre
Lilongwe
Mzuzu
Nkhata Bay
Lake Malawi
Lake Chilwa
Zomba
Mulanje
Mount Mulanje
Chikwawa
Nsanje
Lake Chiuta
Lake Chirwa
Lake Malombe
Lake Shirwa
Lake Amatola
Lake Sibaya
Lake St Lucia
Lake Sibaya
Lake Fundudzi
Lake Banagher
Lake Mzingazi
Lake Nhlange
Lake Nsezi
Lake Chrissie
Lake Gcwihaba
Lake Ngami
Lake Xau
Lake Dow
Lake Ntwetwe
Lake Makgadikgadi
Lake Sua

and dry, sunny winters. In the eastern Plateau, summer days are hot but the nights are cool. In winter the days are crisp and the nights are cold. Winter temperatures throughout most of the Plateau often drop below freezing.

The Plateau covers most of the interior of South Africa. The Coastal Strip extends along the southeast coast from Mozambique to the Cape Mountains Region. The Cape Mountains Region stretches from the Coastal Strip to the Namib Desert.

Your travel itinerary includes visits to Johannesburg, Pretoria, Bloemfontein, Durban, Port Elizabeth, George and Capetown. Study the map of South Africa. Then make a chart to show the climate you can expect to find during July as you visit each city.

City	Region	Climate

ACTIVITY ELEVEN

The seasons change because places on earth receive different amounts of sunlight during the year. The tilt of the earth's axis results in different amounts of sunlight reaching each hemisphere. When the North Pole is tilted toward the sun, the Northern Hemisphere has summer. When the Northern Hemisphere is tilted away from the sun, the Northern Hemisphere has winter.

June 20 or 21 is the first day of summer in the Northern Hemisphere and of winter in the Southern Hemisphere. December 20 or 21 is the first day of winter in the Northern Hemisphere and of summer in the Southern Hemisphere.

Complete the diagram and label it to illustrate why South Africa is having winter while the U.S. is having summer.

ACTIVITY TWELVE

Read "The New South Africa" written by a South African child. Then respond to the following:

Nthuthuko uses the analogy of a lion not being able to join a family of leopards in an effort to explain human instinct to cling to one's own kind, which in turn, explains racism. Do you agree with Nthuthuko? Why or why not? List your reason.

ACTIVITY THIRTEEN

Read "My Story" written by another South African student. Then respond to the following:

Peggy talks about the biggest obstacle to peace in the new South Africa. Respond to Peggy in a letter with advice on ways to overcome this obstacle.

The road ahead is full of exciting challenges and difficulties for us to conquer. We need to liberate ourselves from the bonds of captivity in us and about us. We have been granted a chance to enter the new world. Let's do it!

The Quran (13:11) exhorts us with these words: "Verily, never will God change the condition of people until they change it with their own souls."

Std 10 – *Livingstone High, Claremont*

The rainbow is a symbol, a promise that what has happened will never be repeated. Maybe *this* is why we are called the rainbow people: the promise that apartheid will never again harm our country. The promise that all the horrors belong to the past and that, in future, we shall work with one another, not against one another.

Ulrike Claassens
Std 9 – *Brandwag Hoër, Uitenhage*

The New South Africa

Nthuthuko Mavundla

Being black and attending a white school, I am often confronted by racism. More often than not the racism is unintended. Humans, like animals, have the instinct to cling to their kind: one would not find a lion joining a family of leopards and settling with them. In the same way humans tend to stick to their type. These types consist mainly of racial or cultural groups. With the "new" South Africa, we are expecting the lion to settle with the leopard. I believe that this New South Africa is an ideal which cannot be realised.

When I speak to my black peers about the "new" South Africa, they seem to feel that the term New South Africa means power to the black nation. They have a tremendous amount of anger and hate against whites. This hatred is justified. There was a time, not long

ago, when blacks addressed whites by the term "baas", when blacks were not allowed to be outside their houses after nine in the evening, and when they were arrested for not carrying an identity document on them. Can we expect these people to forget that all this has ever happened?

These wounds are deep – too deep to heal, but now we no longer need to suffer. I give respect when I see a man who is old or a woman who is grey. My soul is touched, because I know that they have paid the price for me to live as a free person.

Now we are united in a South Africa where we are all equal, regardless of race. Now we, the blacks, have to forgive and forget – even if it is not easy.

Children in black townships are told a famous township "myth" about a young white child who, for Christmas, received a toy nine millimetre pistol from his parents. When the boy opened his present, he was delighted and thanked his parents. Their first words at seeing him with the pistol in his hands were: "Skiet die kaffer!" The impact of this story on black people is extraordinary and it builds up hate and fury. With stories like these being generated in the townships, it would be foolish to say that one believes in a New South Africa.

Racism is still alive. I have often heard people claim that they are not racists, yet they will say to you, "It's just that I don't like these coolies." Now I wonder what they say about me when I am not around.

I believe that as long as we differentiate among people on the basis of colour, there will never be a truly new South Africa. But if people change their hearts and their attitudes there is still hope for peace and prosperity.

Std 10 – *Deutsche Schule Hermannsburg, Hermannsburg*

My story

Peggy le Roux

I was born in 1977. It says so in my ID. It also says that I have blond hair and blue eyes, that I'm female. Everybody knows that I am white.

Now you might ask what could possibly be so interesting about my story then. After all, I'm white. My story is not one of poverty, violence and oppression. No desperate struggle for freedom. Everyone knows about me. I'm the white kid, a blind follower of the apartheid system. I have everything I could dream of in life: my own room, parents who are at home, a proper education, a rosy future. The same old story. So who wants to hear it again?

The answer: No one.

In this new democratic society, where everyone has freedom of speech, I find that because I am white, I cannot claim my freedom as freely as those who did not have the chance before. My story is considered unimportant and uninteresting. I have to listen to everyone else, but no one cares to listen to me.

Nevertheless, my story continues. I grew up in a white area, with white friends, going to a white school. My childhood was happy, yet dismally uninteresting. I was quite oblivious of the problems that most of my peers were experiencing in those big shack towns we pass when we fetch someone at the airport. Blissfully ignorant, I was secure in the knowledge that there would always be an attendant at the petrol station on whom I could practise my eight Xhosa words.

And then 2 February 1990 came. And, twenty-four hours later, it went.

I was twelve years old and watched disinterestedly as a man named Mandela walked out of a prison, surprisingly close to where I lived.

But the New South Africa inevitably caught up with me. I went to high school and found myself in the same class as a Xhosa girl. I decided it was time to start paying attention – and learning more Xhosa.

ACTIVITY FOURTEEN

Read the article "Black People Were Slave" and the poem "The Blood of Hector Peterson Dying". Then respond to the following:

June 16 commemorates the anniversary of the 1976 Soweto uprising when Black schoolchildren marched in protest to being taught in Africaans instead of their own mother tongue. Soldiers opened fire on innocent children that day and thirteen year-old Hector Peterson was the first to die.

Compose your own poem (4-8 lines) in memory of Hector and all the Black children who died in the struggle against apartheid.

ACTIVITY FIFTEEN

You have been asked to compose a national anthem for the new South Africa. Working with your team, you will select a familiar patriotic melody. The lyrics you write should reflect South Africa's diversity as a "rainbow nation", and a willingness to build a new nation based on equality and freedom for all.

"Masakhane" is the Ngnui word meaning "let us build together". This word should be incorporated into your lyrics.

Your group will perform the song for the rest of your class.

** Note to teacher: Allow students to work in groups of 5-6 to perform this task.

ACTIVITY SIXTEEN

There are 11 official languages in South Africa. English, Africaans, Zulu, and Sotho are the four languages spoken the most. Schools must cope with the task of trying to teach students in their mother tongue as much as possible. Simultaneous translators are needed in Parliament to translate from English to other languages. The state-owned TV station broadcasts in four languages over three different channels.

Here in the U.S., many languages are spoken also, but English is the spoken language in schools and in the workplace.

Should English be adopted as the official language of South Africa? Why or why not? State your position in an essay using at least three strong supporting reasons.

'Black people were slaves'

By Claire Keeton

THE June 1976 Soweto students' uprisings, which spread throughout the country, marking a major turning point in the anti-apartheid struggle, were recalled in graphic detail yesterday.

Giving evidence before the Truth and Reconciliation Commission sitting at Soweto's Regina Mundi Church were journalists, MPs, former student leaders and victims.

African National Congress MP and former Soweto civic leader Mrs Ellen Khuzwayo told the commission that "Bantu education" was designed to make black people the slaves of white people of South Africa.

She said the National Party must apologise for "Bantu education", an education system which triggered the 1976 student uprisings.

"What happened to black children hurts to this day. The National Party singled out black children and gave them an inferior education so that they would remain slaves," said Khuzwayo.

The students' resistance to Bantu education, the death of 12-year-old Hector Petersen and the injury of many students at the hands of the police on June 16 1976 were the focus of the hearings at the Regina Mundi church yesterday.

Former student leader Mr Dan Montsisi said after June 16 1976, every time students organised a demonstration "no matter how peaceful, there was blood".

He said students had tried to find out whether the police were secretly burying bodies in a Soweto graveyard but the watchman disappeared on the day of their appointment with him.

Montsisi said he was called on to identify bodies with terrible wounds to the head and the chest. "There was no restraint on the side of the police in dealing with children."

"What happened to black children hurts to this day. The National Party singled out black children and gave them an inferior education"

He said the student uprisings affected the whole community and a number of ordinary people were killed.

"On a day of a funeral, an elderly lady was doing her washing. She was shot by a stray bullet and died. She fell into the same bath which she was doing the washing and the water was coloured red."

A victim of the June 16 1976 uprisings, Ms Amelia Molapo, remembers there being blood all over on that day. An 11-year-old child at the time, Molapo was shot in the spine and paralysed. Her mother died the same day after being told Molapo had been shot by the police.

The first witness at the hearing yesterday was Petersen's sister, Ms Antoinette Sithole, accompanied by the photographer who branded the image of Petersen's death across the world, Mr Sam Nzima.

On that day Sithole joined students protesting against the use of Afrikaans as a medium of instruction in black schools. She noticed her brother nearby and told him to go home.

"There was gunfire, teargas and confusion. I was afraid and didn't know where Hector had gone. I saw someone holding something. I saw Hector's shoe.

"Mbyisa Makhuba was carrying Hector and he said Hector was dead."

Nzima said the police shot at students without allowing them to disperse. "They were not shooting into the air, they were shooting directly at students. I was there, I saw it. They shot to kill," he said.

The hearing continues today.

WORKERS AND STUDENTS FIGHT BACK

1970's

DURING the 1960's, as a result of the banning of the liberation movement, there were few signs of resistance. The apartheid system grew stronger and extended its control over all aspects of people's lives. But, despite the lull, people were not prepared to accept the hardships and oppression of apartheid. In the 1970's workers and students fought back against the system. Their struggles changed the face of South Africa.

From about 1970 prices began to rise sharply, making it even more difficult for workers to survive on low wages. Spontaneous strikes resulted: workers walked off the job demanding wage increases. The strike began in Durban in 1973 and later spread to other parts of the country.

The Durban strikes were spontaneous. Workers had no trade unions and very little organisation. However, they still won small increases which proved the power of collective action. The strikes led to the formation of new, independent, trade unions for black workers

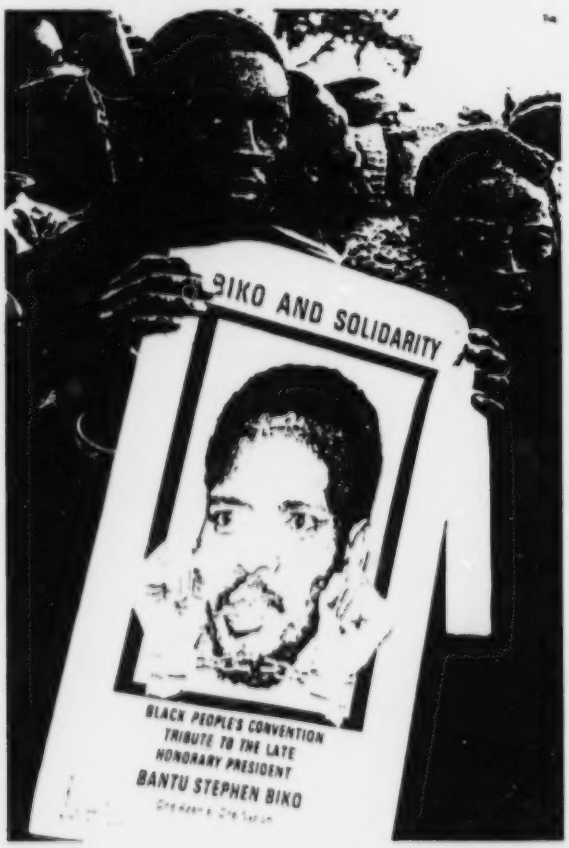
BEST COPY AVAILABLE

Student anger and grievances against bantu education exploded in June 1976. Tens of thousands of high school students took to the streets to protest against apartheid and the compulsory use of Afrikaans at schools. Police opened fire on marching students, killing thirteen year old Hector Peterson and at least three others. This began an uprising that spread to other parts of the country leaving over 1,000 dead, most of whom were killed by police.

Many Soweto student leaders were influenced by the ideas of black conciousness. The South African Students Movement (SASM), one of the first organisations of black high school students, played an important role in the 1976 uprising. There were also small groups of student activists who were linked to old ANC members and the ANC underground. ANC underground structures issued pamphlets calling on the community to support students and linking the student struggle to the struggle for national liberation.

Police and soldiers killed hundreds of young people and wounded thousands of others

A youth carries the body of Hector Peterson, the first casualty in the 1976 uprising



The funeral of Steve Biko, 1977. Biko, the most prominent black conciousness leader, died while in police detention

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The Blood Of Hector Petersen Dying

(For white scholars, as a response to Hannah, 10 years, and her eloquent artwork on June 16, 1988.)

It's June 16:
No more childhood
No more dressing in your white school uniform
No more hymns and prayers in your schoolhall
No more class
No class at all,
For the blood of Hector Petersen dying.

Blood dying for an education.
Blood dying for the lesson he never learnt.

Teacher says: Scripture lesson.
Backs straight, eyes forward, no cheating.
Answer the questions in Afrikaans:
What is the sixth commandment? (Ask Hector)
How many times should we forgive? (Ask Hector)
How do you spell conscience? (Ask yourself)

Blood dying for an education.
Blood dying for the lesson he never learnt.

Hector never learnt that he was not supposed to question why
nor say no when they say yes
nor walk down the street to show he meant it.
He never learnt how to disperse quickly.

So no more childhood
no class at all,
'cos it's June 16
and there's the blood of Hector Petersen dying.

Jenni Karlsson

CULMINATING ACTIVITY

South Africa wants to attract foreign investors to invest their money in South Africa projects in order to help strengthen the economy. When you return home, you will have an opportunity to speak to some business investors.

Which of the problems do you think ought to be handled by a program funded by U.S. investors? Why?

You and your team will write and deliver a speech to potential investors, urging them to invest in the future of South Africa. You will design a chart or other graphic visuals to get your point across while giving your speech.

Your team will select one member to deliver the speech on behalf of the entire team.

The speech should reflect information you have gained throughout the activities presented in this task and be persuasive enough to convince potential investors.

ASSESSMENTS

ACTIVITY ONE

The student will accurately calculate the six hour difference (with Daylight Savings Time taken into account) to be 4:55 p.m.

The student will accurately compute the currency exchange to be R211.80. A 20% commission would be R42.36, leaving a balance of R169.44.

ACTIVITY TWO

He earns approximately $1.00 per hour; $60.00 per week; $3,120.00 per year. He should earn R19 per hour to be comparable to minimum wage.

ACTIVITY THREE

Venn diagram should illustrate at least 5 differences and 3 similarities

ACTIVITY FOUR

Menu and entertainment should reflect a blend of all American and neighborhood cultural diversity. See rubric for writing to persuade scoring.

ACTIVITY FIVE

Student will color parts of the flag according to given instructions. Flag design should reflect student's understanding of symbolic meaning. See rubric for writing to inform scoring.

ACTIVITY SIX

PERCENTAGE OF TOTAL SPENDING

Year	Black	Colored	Indian	White
1953-54	8%	18%	18%	57%
1980-81	9%	14%	28%	50%
1994-95	15%	23%	29%	34%

R3971 per student if resources were shared equally.

ACTIVITY SEVEN

Message should reflect student's understanding of the need to educate the public on AIDS.

ACTIVITY EIGHT

A. Student's answer should reflect understanding that the forced removal of certain racial/ethnic groups put an end to the life as they knew it in District Six.

B. Letter should contain elements of compassion and comfort.

C. Answers may include the Smithsonian Museum of American History and the Holocaust Museum.

ACTIVITY NINE

A.

Executive:	President elected by popular/electoral vote Vice president selected by presidential candidate as running mate Elected every four years
Legislative:	House of Representatives - number determined by state's population; elected every two years Senate - two per state; elected every six years
Judicial:	Appointed by President; approved by Congress; life time tenure

B.

Government Tier	South Africa	United States
Executive	Elected by members of Parliament	Elected by popular vote
Legislative	400 person National Assembly 90 person Senate elected by 9 provincial legislatures	435 person House of Representatives 100 person Senate Both elected by popular vote
Judicial	Appointed by the President in consultation with the Cabinet; holds office for a non-renewable period of seven years	Appointed by the President; approved by Congress; lifetime tenure

ACTIVITY TEN

City	Region	Climate
Johannesburg	Plateau	Crisp days, cold nights
Pretoria	Plateau	Crisp days, cold nights
Bloemfontein	Plateau	Crisp days, cold nights
Durban	Coastal Strip	Dry sunny winters
Port Elizabeth	Coastal Strip	Dry sunny winters
George	Cape Mtns Region	Cool, wet winters
Capetown	Cape Mtns Region	Cool, wet winters

ACTIVITY ELEVEN
Diagram should illustrate the meaning of the text.

ACTIVITY TWELVE
Use Writing to Inform rubric.

ACTIVITY THIRTEEN
Use Writing to Inform rubric.

ACTIVITY FOURTEEN
Poem must be at least four lines and reflect the student's understanding of the suffering that took place.

ACTIVITY FIFTEEN
Use Oral Language rubric.

ACTIVITY SIXTEEN
Use Writing to Persuade rubric.

CULMINATING ACTIVITY
Use Oral Language rubric.

SPECIAL NOTE: The teacher may provide necessary reference books where research is indicated.

ARGUMENTATION/PERSUASION RUBRIC

Score Point 3:

- A clear, consistent argument is presented throughout the response.
- Effective use of evidence and persuasive techniques is present throughout the paragraph.
- The response reflects a clear, consistent attention to the reader's potential disagreement with the major points of the paragraph, presenting logical and well-supported counter-arguments to possible reader objections.

Score Point 2:

- A consistent argument is presented throughout the response, but certain sections need additional support and clarification.
- The paragraph would benefit from more consistent use of supporting evidence and persuasive devices.
- The writer does not consistently address potential reader objections to key points being presented and defended.

Score Point 1:

- The overall response lacks support and clarity.
- Little support is given to arguments presented through concrete evidence or persuasive devices.
- Little if any attention is given to potential reader objections.

NARRATIVE RUBRIC

Score Point 3:

- Narrative response is fully elaborated with extensive supporting detail to contribute effectively to an overall controlling impression.
- Response is extremely well organized with consistent and appropriate use of transitional expressions.
- The writer's use of grammar and usage reflects a highly precise approach to the editing process.

Score Point 2:

- Narrative response is elaborated in parts while other sections require additional elaboration and support.
- Response is organized chronologically but more consistent use of transitional expressions would enhance the overall effectiveness of the writing.
- Although the response lacks major errors in grammar and usage, more attention should be paid to the final editing process.

Score Point 1:

- Overall response consistently lacks elaboration and support.
- The narrative response lacks a coherent chronological organization pattern, causing confusion for the reader.
- Much more attention should be paid to editing for grammar and usage errors.

ORAL COMMUNICATION RUBRIC

Score Point 4:

- Consistently communicates information effectively by providing a clear main idea or theme with support that contains rich, vivid, and powerful detail.
- Demonstrates an ability to adjust tone and style to a wide and highly diverse range of audiences.
- Demonstrates an ability to creatively and effectively use many diverse methods of communication.

Score Point 3:

- Consistently communicates information by providing a clear main idea or theme with sufficient support and detail.
- Demonstrates the ability to adjust tone and style to different audiences.
- Demonstrates an ability to effectively use diverse methods of communication.

Score Point 2:

- Sporadically communicates information by providing a clear main idea or theme with sufficient support and detail.
- Demonstrates the ability to communicate with a restricted range of audiences only.
- Demonstrates the ability to use only a few methods of communication.

Score Point 1:

- Rarely, if ever, communicates information by providing a clear main idea or theme with sufficient support and detail.
- Does not demonstrate the ability to adjust tone or style for different audiences.
- Demonstrates an ability to use only one or two methods of communication.

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